**Career Academy Integrated Unit Plan**

**Academy Name: Environmental Science Services** **School: Taylor High School**

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| Integrated Unit Plan Title: Community Health Issues |
| Courses to integrate: Environmental resources 4 and Community and Environmental Health |
| Grade Level: Senior 12 |
| Timeline & Duration: 3-4 weeks. |

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| Unit Summary: Students will :  1. To provide an opportunity to expose a wide variety  of students to the selection, research, planning and  Presentation of an agricultural issue.  2. To acquire knowledge and skills in community leadership  For present and future use.  3. To become knowledgeable of, and familiar with a variety  of local, state, national and international issues facing  Agriculture.  4. To understand the principles and fundamentals of  Agricultural issue analysis.  5. To further the awareness of agricultural issues in the  Local community.  6. To promote integration of agricultural issue analysis in  Local school academic subject matter areas.  7. To promote career choices by providing an opportunity  for individuals to become acquainted with professionals  In the industry.  8. To foster teamwork, leadership and communication  Skills. |

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| **Overview of Activities/Lessons per Course** | | | | |
| Course | Environmental Resources | Community Health |  |  |
| Activity/Lesson | Agricultural Issues Forum CDE  Portfolio development | Portfolio development |  |  |
| Activity/Lesson | Presentation | Presentation |  |  |

**Lesson Instructions for Environmental Resources 4 and Community Health**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):** |
| Community and Environmental Health – 0800340  HE.912.B.1.2 Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information  HE.912.B.1.6 Justify the validity of a variety of technologies to gather health information  HE.912.B.3.4 Generate alternatives to health-related issues or problems  HE.912.C.1.3 Evaluate how environment and personal health are interrelated  HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention  LA.1112.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);  LA.1112.2.2.2 The student will use information from the text to answer questions or to state the main idea or provide relevant details  LA.1112.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining)  LA.1112.2.2.5 The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture  LA.1112.4.3.1 The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments  LA.1112.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations  LA.1112.5.2.4 The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations  LA.1112.6.2.3 The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas  LA.1112.6.3.1 The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media  LA.1112.6.4.1 The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations)  MA.912.A.2.1 Create a graph to represent a real-world situation  MA.912.A.10.1 Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table  MA.912.S.1.1 Formulate an appropriate research question to be answered by collecting data or performing an experiment  MA.912.S.1.2 Determine appropriate and consistent standards of measurement for the data to be collected in a survey or experiment  MA.912.S.3.2 Collect, organize, and analyze data sets, determine the best format for the data and present visual summaries from the following:   * bar graphs * line graphs * stem and leaf plots * circle graphs * histograms * box and whisker plots * scatter plots * cumulative frequency (ogive) graphs   Environmental Resources 4 – 8113020   * 1. Employ leadership skills to accomplish organizational goals and objectives. LT1.0   2. Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. LT3.0   3. Conduct and participate in meetings to accomplish work tasks. LT 4.0   4. Employ mentoring skills to inspire and teach others. LT 5.0   5. Evaluate and justify decisions based on ethical reasoning. ELR 1.0   37.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1   * 1. Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0 |
| **Instructions to Teacher:** 1) brain storm ideas using the 7 topics provided by the National FFA organization.  2) groups of teams 3-7 individuals; 5 minute presentation set up time 3) Ten Copies of the portfolio MUST BE SUBMITTED to the Florida FFA before May 1 |
| **Instructions to Students:**  **A: The students will choose from the list of 7 topics and create a 10 page typed portfolio not including the cover page.**  B: The issue will come from one of the following seven agricultural issue topic areas as listed in the focusing on the “Focusing on Agricultural Issues: Instructional Materials”, a publication from the National FFA Organization  a. Environmental Issues  b. Agricultural Technology Issues  c. Animal Issues  d. Agricultural Career Issues  e. Economy and Trade Issues  f. Agricultural Policy Issues  g. Food Safety Issues  **C: Include and Answer A, B, C**  D**:** Class presentation Maximum 15 minutes and 5 minute question and answer. |
| **Instructions for Student Accommodations: Cooperative learning,** |
| **Assessment for Activity:**  **Classroom presentation, portfolio rubric, team presentation rubric** |
| **Approximate Length of Time for Activity: 3-4 weeks** |
| **Materials Needed: paper, pencil, computers, flash drive, PowerPoint** |
| **Resources Needed: FFA organizational material, Community Health magazines, FDA,** |
| Attachments: <http://www.flaffa.org/wp-content/stateguide/Career%20Development%20Events/State%20CDE%20Handbook.pdf> page 19- 22, |

Duplicate as needed.